

# LEARNING TECHNOLOGIES LESSON PLAN

## TITLE

**Geography of the UK**

## TOPIC

Geography of the UK: vocabulary and contents

## TYPE OF SCHOOL AND STUDENTS' AGE

End of the first year of a Istituto Tecnico Geometri (A2)

LEARNING ENVIRONMENT (language lab, multimedia lab, blended learning, online learning, flipped classroom)

Better solution: a multimedia lab with internet connection, where the teacher can use an Interactive Whiteboard and the students can use computers.  
Other possible solutions: a class with an Interactive Whiteboard, in this case the online activities can be assigned as homework (ProProfs gives you the possibility to see the names of the people who made the tests) or collected in a handout.

## LEARNING AIMS

The learning aim is mainly making the students acquainted with some notions and vocabulary about geography of the UK. To help the students remember the content of the lesson they are motivated through the use of comics, online tests and games, videos and class discussions.

## TOOLS CHOSEN (Hardware & Software, Web 2.0 tools, Online Resources, etc.)

Powerpoint: I used this tool to show the contents of the lesson and as a basis for all the other interactive activities.

Free YouTube Downloader: I used it to download the video about London in order to insert it into the PP presentation.

ProProfs: I used it to create an online quiz to test the knowledge of the students, the test can be accessed through a hyperlink on the PP presentation

Crossword Puzzle Maker: I used it to create a customized crossword for the students, the crossword can be printed/downloaded in a pdf version, or completed online.

I downloaded all the images, comics, maps and videos I used from the internet.

## METHODOLOGY AND TEACHING PROCEDURES

I produced this lesson plan for my “attivazione”, which I carried out during the last week. The learning object is developed into two lessons.

1. **FIRST LESSON (2h):** The first lesson is focused on the introduction of the topic and on the biggest UK Country, England. During the lesson the teacher introduces the topic asking some worm-up questions, these questions are useful to involve the students and arouse their curiosity about UK geography and culture. Then they are asked to pay attention to some slides: each slide contains a map the students are asked to analyse trying to orally infer the notions which will later appear (using pre-set actions). Notions such as borders, rivers and other geographical features. A quiz about the topic follows, the test has been created using ProProfs and can be challenging for the students, who can do a memory training while they review the most important notions of the lesson. The teacher, thanks to the quiz, can figure out what is the level of the class. My class tutor asked me to add some information about the capital, London, so I decided to show the students a video after the test. I've chosen a video with english subtitles, in order to let all the students understand the contents. While they are watching the screen, the pupils are asked to pay attention (and possibly write down) the names of the places mentioned. The video is followed by a discussion about the attractions they would like to visit. This task contributes in the developing of speaking/oral skills.
2. **SECOND LESSON (1h):** The second lesson is focused on Scotland, Wales and Northern Ireland. As they did in the first lesson the students are asked to pay attention to some slides containing a map they have to analyse and try to infer some notions. After the slides of each country (Scotland, Wales and Northern Ireland) the students will find a game / puzzles introduced by images and comics. These games are useful to catch the students attention, to make them practice the language and to put in the spotlight some notions. In the last slide the pupils find a crossword I created using Crossword Puzzle Maker, it contains questions about the topic of the lesson and can be useful for the teacher to check the comprehension of the topic.

## BRIEF DESCRIPTION OF THE ACTIVITIES

What the TEACHER does	What (individual) STUDENTS or GROUP OF STUDENTS do
Warm-Up: The teacher introduces the topic also using the warm-up questions at the beginning of the PP presentation.	The students actively participate in this phase trying to answer the questions the teacher asks and giving feedbacks about the topic.
Learning phase: This phase alternates with the checking and riddle phases in order to keep the students' attention alive. The teacher asks the students to watch some maps and asks questions. When each question is correctly answered the teacher shows the corresponding text (using pre-set PPT actions)	Students gives feedback to the teacher trying to infer the answer and watching the map on the PPT. When the answer is shown on the screen they take notes.

<p>Video Phase: The teacher shows a video about London and asks the students to write down the name of the places mentioned. After the video she asks them to speak about the attractions they preferred motivating their choice.</p>	<p>The students watch the video while reading the subtitles and write down the names of the places shown in the video. Then they think about the attraction they would like to see in London and talk about it in the class.</p>
<p>Riddle phase: in this phase the teacher shows some images: a comic about Loch Ness, a photo of the Giant's Causeway and a picture of the Welsh flag. Each image is linked to an activity or to a riddle. The teacher helps the students guessing the right answer and finally explains it.</p>	<p>The students watch the images and tries to guess the answer of the riddle.</p>
<p>Checking phase: The teacher asks the students to complete a crossword and an online quiz. The links to the activities are in the PPT presentation.</p>	<p>The students, using the computer, have to follow the links given by the teacher and do the ProProfs test and the Crossword. They receive an immediate feedback if the answers are correct.</p>

#### ASSESSMENT (weak and strong points, learning added value)

<p>I had the chance to use this presentation in class so I had real feedbacks from the students and from my class tutor.</p> <p>PROS: the lesson was in a very undisciplined class, which has been giving a lot of trouble to my tutor throughout all the school year. She suggested to present this work to this class to motivate them and I personally think it was a success. The class was aroused, reactive and lively, without being distracted or absent minded. They participated to the activities with enthusiasm and the results were good. I think that the strong points of this activity are the continuous interaction teachers/students, who are invited to infer the contents, and most of all the alternation of different activities, both online and offline, which keeps the students' attention alive.</p> <p>CONS: I think that this presentation, although very useful, is a bit too long to be created. For this reason I think it would be impossible to prepare all the lessons in this way. Maybe the best solution could be the alternation of different teaching methods during the school year, trying to propose to the students lessons created with different resources and tools.</p>
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